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ABSTRACT

A guide for achieving effective two-way communication is presented. Its scope includes the following: (1) a discussion of the importance of effective two-way communication, (2) an examination of the ways in which communication works and some of the reasons for its failure, (3) an examination of the role of the supervisor as a key figure in communication, and (4) a discussion of ways of improving supervisors' skill in communication. The two sessions in the guide are: I. The Why, What, and How of Communication, and II. The Supervisors Role in Communication. Five appendixes are included, as follows: A. Demonstration of Importance of Tone, B. Techniques of Communication, C. Demonstration on "Filtering" in the Communication Process, D. Perception Demonstration, and E. Communication. (For related documents, see AC 014 430, 431, 433, 434.) (CK)

TRAINING GUIDE

TG5-18-3

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Supervisory Development Conference Series

EFFECTIVE TWO-WAY COMMUNICATION

A Method of Achieving Team Potential

OFFICE OF PERSONNEL
VETERANS ADMINISTRATION

JULY 1959

GENERAL INFORMATION AND SUGGESTIONS FOR THE CONFERENCE LEADER

The general information in TG 5-18, Guide for the Supervisory Development Conference Series, applies to these sessions on communication. In addition, the following information should be noted:

1. PURPOSES

a. To discuss the importance of effective two-way communication, and particularly its importance in increasing group participation and tapping the potential of the group.

b. To examine the ways in which communication works and some of the reasons why it fails so often.

c. To examine the role of the supervisor as a key figure in communication.

d. To discuss ways of improving supervisors' skill in communication, and to stimulate supervisors to improve.

SESSION I

THE WHY, WHAT, AND HOW OF COMMUNICATION

INTRODUCTION

Topical outline	Discussion Material
Introduce general topic	This is the first of two meetings in which we will explore the topic of effective two-way communication. EFFECTIVE TWO-WAY COMMUNICATION: A METHOD OF ACHIEVING TEAM POTENTIAL
Explain your role	My function as the Conference Leader will be to assist by participating with you in the discussions and attempting to stimulate discussion by submitting questions to the group from time to time.
Introduce topic of session	In this first session we shall be concerned with the why, what, and how of communication.
Definition of communication	**Q. Perhaps it will be best to start off with a definition. How would you define communication?** *Give the members time to work out a definition on which there is fairly general agreement. Don't worry about their developing a complete definition; provision for this is made later in this session. An example of the type of definition which they are likely to develop at this stage is as follows:* - Communication is the exchange of ideas and information by speaking or writing.
Why should we discuss communication?	The field of communication is a very broad one, so perhaps it might be better to limit ourselves to organizational communication, that is, the kind you find within an organization such as our (hospital, regional office, etc.) **Q. Narrowing it down even further, why should we here in this room discuss communication?** *Possible responses are listed below. Under each response is material which may be brought out through such questions as "What happens when communication is poor?" "When did we first start to communicate?" etc.* - Good communication is very important. Poor communication can lead to administrative errors, lowered production, increased costs, excessive turnover, worsened public relations, and blighted individual development - in short, to less efficient operation. - All of us communicate. We started to communicate when we let out the first squawk after the doctor picked us up by the legs and paddled us. We have continued to communicate by various means ever since then, because communication takes place whether we plan it or not.

- Good communication is difficult to achieve.

  Even though we have been communicating since that first gasp of breath, it is something that not enough of us do well enough. What we express is sometimes the exact opposite of what we wish to express.

- All of us can benefit by improving our ability to communicate.

  We are never so proficient in any activity - no matter how familiar it is - that we can't improve our skill by gaining a better understanding of it. This is especially true of communication.

THE WHY OF COMMUNICATION

Topical outline	Discussion Material

Q. In discussing the "why" of communication let's consider first what people want from their jobs. What are some of these needs?

- They want fair and equitable pay.
- They want a sense of security.
- They want to belong and to be accepted in the different groups of which they are a part.
- They want to be able to do a good job.
- They want to have pride in their work and to participate in achieving the mission of the organization.
- They want opportunity for recognition and advancement.
- They have a natural urge to be "in the know."
- They want to be respected as individuals.

Q. What is the relationship of communication to these "social" needs?

- Good communication is essential in meeting these social needs.

Q. While people have similar basic needs, what is another fact to keep in mind?

- People differ from each other.

Q. What are some of the ways in which they differ?

- Physical differences. (Height, weight, etc.)
- Emotional differences.
- Intelligence.
- Education.
- Job experience.
- Home life.

	- Organizational location.
	Q. What bearing do these individual differences have on the problem of communication?
	- Communication must be adapted to these individual differences.
	Q. Taking organizational location as an example, how should information on the station budget differ as it goes down the organizational line?
	You may wish to choose another example for discussion, depending on the previous responses of the group.
	- The Manager and Assistant Manager need complete information about the entire budget.
	- Division Chiefs need complete information about their activities and general information about other activities.
	- The individual employee wants to know how the budget will affect him personally and also wants to know, in general terms, what the performance has been under the past budget and what the prospects are under the new budget.

THE WHAT OF COMMUNICATION

Topical outline	Discussion Material
We communicate	**Q. Turning to the "what" of communication, what ways do we use to communicate?**
- by writing	- by writing
- by speaking	- by speaking
- by action	- by action
- by inaction	- by inaction
	The group might combine the last two items into the response "by our attitudes".
	Q. Communication by action or by inaction (or by attitudes) tend to be overlooked, because they are not as obvious as writing or speaking. What examples can you recall of how persons have communicated to you in these ways?
	- When the boss has had a tough weekend and storms into the office on Monday morning with a grumpy look on his face.
	- When orders are given in a manner that arouses resentment.
	- When orders are received in a manner that seems offensive.
	- When policies are not practiced.
Demonstration on importance of "tone"	For all of these methods the element of "tone" is very important. This is particularly true of communication by action. As the old song said, "It ain't what you do, it's the way that you do it." We have a demonstration to illustrate this point.

Present the demonstration in Appendix A. Through questioning bring out the facts that the dialogue was the same and that the difference was in the tone caused by the way in which the words were spoken and the gestures which were used.

Advantages of spoken or face-to-face communication

Q. Keeping the demonstration in mind, what can we do in a spoken, or face-to-face communication, that we can't do when writing?

- We can use tone and gestures to supplement our words.
- We can judge the listener's reaction by his facial expressions and by the questions he asks. We can tell whether we're "getting through".
- If the reaction shows that we aren't "getting through", we can adjust our message accordingly. We can repeat, rephrase, and amplify.
- We can hear the other fellow's point of view and adapt our message as necessary.

Q. Why are these advantages important to a supervisor?

- He has this face-to-face contact with his subordinates and his superior.
- This is repeated at each level all the way up to the station manager.
- This makes the supervisory chain one of the most, and in many instances the most, important channels of communication.
- Even when it is necessary to use the written method, it should be supplemented as much as possible by face-to-face contact.

THE HOW OF COMMUNICATION

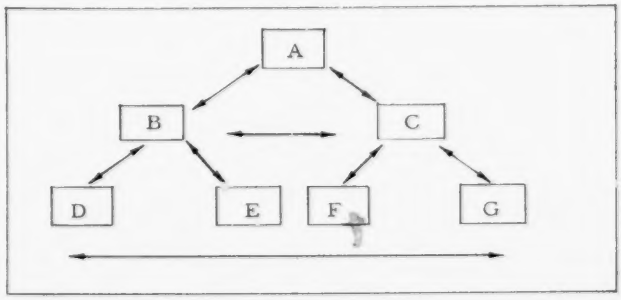
Topical outline	Discussion Material

The flow of communication

Q. In discussing the "How" of communication, let's consider first the question: How does communication flow?

- Downward
- Upward
- Sideways

You may wish to develop on the blackboard the visual aid shown below as the responses are given.



Advantages of downward communication

Q. What are some of the advantages of downward communication?

- It enables the passing down of orders, policies, and plans necessary to the continued operation of the station.
- It enables you to tell "why" or "why not".
- By making information available it diminishes the fears and suspicions which result from misinformation and misunderstanding.
- It fosters the pride people want to have in their work when they are told of good work.
- It improves the morale and stature of the individual to be "in the know."
- It helps employees to understand, accept, and cooperate with changes when they know about them in advance.

Advantages of upward communication

Q. What are some of the advantages of upward communication?

- It enables the passing upward of information, attitudes, and feelings.
- It makes it easier to find out how ready people are to receive downward communication.
- It reveals the degree to which the downward communication is understood and accepted.
- It helps to satisfy the basic "social" needs.
- It stimulates employees to participate in the operation of their organization.
- It encourages employees to contribute ideas for improving the efficiency and economy of operations.
- It helps to solve problem situations before they reach the explosion point.

Characteristics of communication

Q. What are some of the characteristics of communication? For example, when does communication take place?

- Communication takes place all the time, whether you deliberately plan it or not.

Listed below are some other characteristics which the group may supply on their own or after further questioning. Ask the group if they can give examples to illustrate the characteristics they mention.

- What is communicated is not always what is intended to be communicated.
- What is received is not always what was, or was intended to be, communicated. The listener or reader interprets what he receives in the light of his own knowledge and emotions.
- Communication is a two-way process. The receiver always reacts. He may talk back silently or he may simply not listen. To be effective communication must be a two-way process. Only when the circuit is complete can the sender be sure that the message has been received and interpreted as intended.

- Communication is difficult to limit. It has a tendency to slop over and have side effects.

- The flow of communication varies in amount. It may be absent or inadequate. It may go to the other extreme and be excessive. The employee may be flooded with so much detail that he misses what was intended for him.

- The success of communication depends on how well the specific purpose is accomplished. The important standards are not slickness or polish, but whether the communication is understood and whether it evokes the desired responses.

- The basic purpose of any communication is to get action and the only way you get action is through acceptance. What counts is not what people are told but what they accept. Without their acceptance the desired action will not result.

- In order to get acceptance communication must be humanly satisfying as well as technically efficient. One of the most effective ways to accomplish this is by communication which affords employees consultation and participation in developing determinations which affect them or their work.

Revised definition of communication

Q. On the basis of our discussion perhaps we could now develop a fuller definition. How would you now define good organizational communication?

Let the group develop a fuller definition and write it on the board. An example of the type of definition they may develop is as follows:

> Communication is the free interchange of information, ideas, and desirable attitudes between and among employees and between employees and management.

TECHNIQUES OF COMMUNICATION

Topical outline	Discussion Material
Techniques of communication	Now that we've discussed something of the why, what, and how of communication, let's look at some of the techniques or media that are used. In addition, let's see whether they are generally used for upward, downward, or sideways communication.
HANDOUT	*Distribute HO #1 (Appendix B), "Techniques of Communication." For each item ask the group whether it can be used for upward, downward, or sideways communication. Have the members insert 1, 2, or 3 checkmarks, depending on what they decide. Do enough items so that the group gets an appreciation of the many varied means that may be used.*
The problem of selecting a technique	Let's apply this handout to a situation that actually occurred. Parking space near Building X is being used by nursing assistants. It becomes necessary to make this space available for residents.

	Q. What techniques on the chart could we use to communicate this news? *Conduct a brief discussion.* **Q. What general conclusions could we draw from this discussion?** - In almost any instance a number of these techniques could be used. - The communicator will have to select the one that best suits the purpose.
Analysis of chart (Advantages of face-to-face contacts and necessity to encourage upward communication.)	**Q. Looking again at the chart, do you notice any difference in the flow of communications which involve face-to-face contacts as compared with those which are written, published, posted, or sent? Can we draw any conclusions from this?** - The techniques which do not involve face-to-face contact tend to flow only one way, while those which involve face-to-face contact tend to flow two, or even three ways. - This illustrates the point that in face-to-face contacts the listener has an opportunity to react by facial expressions or by talking back, and reemphasizes the importance of the supervisory chain as a channel of communication. - The techniques which rely on the written word are those which have the weight of tradition and use behind them. These techniques are those which are used mostly for downward communication. - Downward communication has the weight of authority behind it. The boss thinks little of issuing an order downward. The employee thinks twice about making a suggestion upward. - Upward communication needs encouragement and stimulation. The supervisor will occasionally have to keep quiet and give the employee an opportunity to talk. Not only that, but he will have to encourage the employee to use the opportunity.
	Ask one or more members to summarize the session, as time permits. **In our next session we shall discuss in more detail the supervisor's role in communication.**
Close session	*Announce time and place of next session. Close session.*

SESSION II

THE SUPERVISOR'S ROLE IN COMMUNICATION

WHY DOES COMMUNICATION FAIL?

Topical outline	Discussion Material
	In this session we shall be concerned with the supervisor's role in communication. But first let's look at the question of why there are so many failures in communication when so many techniques are available. One famous failure in communication is hinted at in the first two stanzas of a poem with which you are all familiar -- "The Charge of the Light Brigade" by Alfred Tennyson. They go like this -
An example of failure in communication - "The Charge of the Light Brigade"	"Half a league, half a league Half a league onward All in the valley of Death Rode the six hundred. 'Forward the Light Brigade! Charge for the guns!' he said Into the valley of death Rode the six hundred. "'Forward the Light Brigade!' Was there a man dismayed? Not though the soldiers knew Some one had blundered Theirs not to make reply Theirs not to reason why, Theirs but to do and die: Into the valley of death Rode the six hundred."
	Q. What was the blunder that the poem mentions?
	Pause to see if a member of the group knows the story; if not continue.
	Before the charge the Light Brigade was at one end of a valley. Enemy artillery was placed on top of the two ridges flanking the valley and at the other end of the valley.
	The Light Brigade was given orders to advance rapidly to the front "to take the guns". The guns to which the order given was referring were some British guns that had just been captured by the enemy and were on one of the near side ridges in a position relatively easy for the British to attack. Because of the wording of the command, plus other circumstances, the order was taken as referring to the strongly emplaced Russian guns at the <u>end</u> of the valley.
	The Light Brigade advanced straight ahead and soon received fire from three sides. Out of 673 men engaged in the charge, 247 did not return.
	This tragedy happened because the communication was vague and indefinite.
Reasons for communication failure	**Q. What are some other reasons for communication failure?**
	- The communication is given different interpretations.

- The communicator tries to convey too much at one time.

- People don't listen because they are busy thinking of what their answer will be or because they are thinking of something entirely different than what is being discussed.

- Emotional barriers or situations block the communication because the listener or reader interprets what he receives in the light of his emotions as well as his knowledge.

- Language difficulties exist because of unusual vocabulary, technical vocabulary, use of abbreviations, because the language is not adapted to the receiver, or because many people do not get identical meaning from the same word.

Here is a story which you may use to illustrate the problem of language difficulties. It is taken from Effective Communication on the Job, edited by M. Joseph Dooher and Vivienne Marquis.

A story that shows what can happen when you don't adapt your language to the receiver is told about the home economist who was giving a cooking demonstration to a group of farm women. "Take an egg and carefully perforate the basal end," she said. "Duplicate the process in the apex. Then applying the lips to one of the apertures, by forcibly exhaling the breath, discharge the shell of its contents." Eighty-five year old Aunt Cissie turned to a neighbor. "Beats all how different these newfangled ways is," she whispered. "When I was a gal, we just poked a hole in each end and blowed."

- Understanding is assumed without a check to make sure that the meaning has been conveyed.

- The receiver lacks background information without which the message is meaningless.

- The objective is not explained.

- Communications are filtered by each level through which they pass downward. Supervisors may feel that their subordinates do not need certain information; they may be afraid that the information will cause loss of prestige or status or will raise problems; or withholding information may give satisfaction to their egos.

- Communications are filtered by each level through which they pass upward, because people have a natural apprehension, for various reasons, of expressing themselves to those in authority.

Summary of reasons for failure

Q. How could we summarize these reasons for communication failures?

- There is a difference between what management needs to say, what it wants to say, and what it does say.

- There is a difference between what employees would like to say, what they think it is profitable or safe to say, and what they do say.

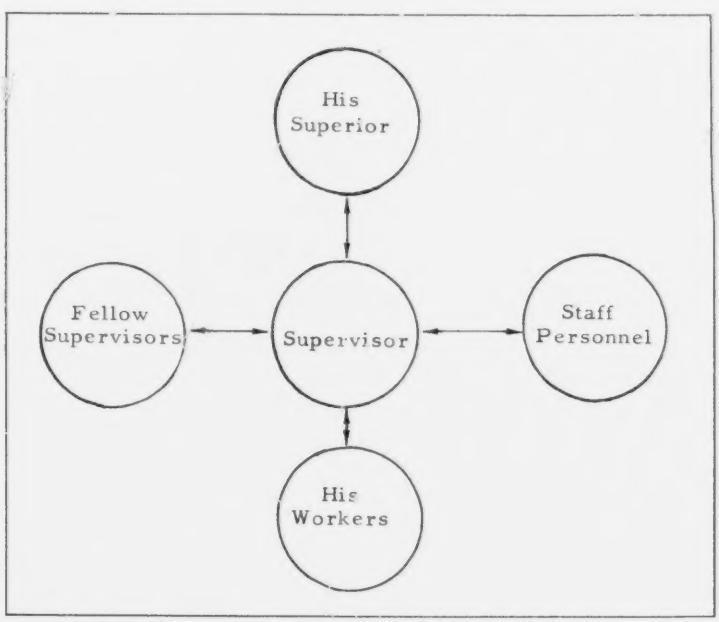
Demonstration on filtering

We have a demonstration that illustrates this summary and the general problem of filtering in the communication process.

Present the demonstration on the filtering of communication shown in Appendix C. Afterwards hold a brief discussion using the questions in the appendix.

THE SUPERVISOR AS A COMMUNICATOR

Topical outline	Discussion Material
The supervisor as a key figure in communication	**Q. We have mentioned the supervisory channel of communication. Why is the supervisor a key figure in communication?** - He transmits information, orders, requests, etc., from top management to his workers. - He transmits information, ideas, suggestions, etc., from his workers to top management. - He transmits information sideways. *You may wish to develop on the blackboard the visual aid shown below as the responses are given. The aid helps to dramatize the point of the supervisior being a key figure in communication.*
What should supervisor communicate downward?	**Q. What should a supervisor communicate downward to his workers?** - An understanding of the mission of the VA and of the (Hospital, Regional Office, District Office, etc.) - An appreciation of the contribution they are making and can make toward carrying out that mission. - His own desire to participate fully in accomplishing that mission, so as to stimulate the same desire on the part of his workers. - The technical information and know-how which the employees need to do their jobs.



- Information on what is expected of employees in their jobs (performance requirements) and how well they are meeting these requirements (performance evaluation).

- Information regarding the general rights and privileges of government employees.

- An understanding that rights and privileges usually require the acceptance of obligations. For example, the right to take leave when sick carries with it the obligation not to abuse this type of leave.

- A knowledge of the problems and difficulties of the mission of the organization so they can intelligently suggest improvements and help solve those problems.

- Information on how they can develop themselves and how management will help to develop them so that they can become of greater value to the organization.

- A knowledge of the "why" behind rules, regulations, impending changes, etc., to the extent that the "why" is essential to the workers' sense of security or ability to do their jobs satisfactorily.

- An attitude that he has confidence in his people and that he is willing to help them.

- An attitude that they "belong" and that they are essential members of a group working for a worth-while purpose, and that they are considered as such.

- An attitude that they are respected as individuals, that they will be dealt with equitably, and, in general, that they will be "treated like human beings".

What should supervisor communicate upward?

Q. What should a supervisor communicate upward from his workers to his superiors?

- What employees are doing: achievements, progress, unsolved work problems, etc.

- Ideas and suggestions for improving work methods, procedures, etc.

- How employees think and feel about their jobs, working conditions, associates, the station, etc. The supervisor is interested in individual cases. His superiors, however, are interested in finding out about general conditions.

- A sense of willingness on the part of employees to cooperate in achieving the goals of the station.

HOW TO IMPROVE YOURSELF AS A COMMUNICATOR

Topical outline	Discussion Material
To improve as a communicator --	Since the supervisor has such an important role in communication, let's discuss what you can do to improve yourself as a communicator using seven key words as a guide.

TO IMPROVE YOURSELF AS A COMMUNICATOR

1. Know
2. Like
3. Trust
4. Tell
5. Listen
6. Stimulate
7. Consult

Background material is shown below. Some of the items are phrased as questions; many of the others can easily be rephrased as questions. You may prefer not to use the seven key words. If so, use the background material to help you phrase questions as needed and as the discussion develops.

1. Know

1. Know

a. Know what you wish to communicate. A supervisor can't communicate, unless he first understands what he wishes to communicate.

b. What should you know about your people and how should you use this knowledge?

(1) Know what they do in their jobs, whether they are sick or well, what types of problems they have that might influence their ability to work, etc.

(2) Use this knowledge to help recognize and work with individual differences in subordinates. For example, well-timed praise may spur one person. But it may only inflate another; a better spur to his efforts might be constructive criticism. Remember that people won't always react the way you expect them to.

(3) Adjust the amount and type of communication to the receiver. Consider who he is, where he is, and what the situation is. For instance, a direct order may be required in an emergency or when the employee is inexperienced; a conditional order may be used when the employee has special knowledge of conditions.

c. Know yourself. Remember that you are subject to the same forces as your employees.

2. Like

2. Like

a. If you like those who work for you and those you work for, and if you respect them as individuals, then you will foster the kind of friendly, warm work atmosphere that will facilitate communication. With this "permissive" atmosphere your workers will interpret almost anything you say or do in a good light; without it you will have trouble winning their acceptance even for efforts in their behalf.

b. Don't pretend liking that you really don't feel. You won't like everybody that you meet in the work situation; there are "impossible" people. But if you make an effort, you'll probably do a lot better than you think you can.

c. Knowing techniques and knowing the right words is not enough, because lack of warmth can cripple communication.

3. Trust

3. Trust

a. Mutual trust and confidence are essential to the free flow of communication.

b. The establishment of this mutual confidence is much more important than the technical excellence of the communication.

c. One of the primary factors in establishing this confidence is showing a sincere desire to communicate.

4. Tell

4. Tell

a. Tell your employees "what's doing". Pass on the information that you get from above, particularly on changes in plans and programs. Put this information in terms that relate it to the experience of your employees. Telling "what's doing" not only prevents grapevine rumors but even makes use of the grapevine as another channel of communication.

b. Remember that purposes and feelings, as well as facts, should be communicated. These purposes and feelings are much more real than many so-called "hard facts".

c. Tell them "why" as well as "how". The "why" is usually an essential part of a communication.

d. Tell them about station policy. Don't limit this to passing out a handbook or a manual; take time to explain. A consistent set of known policies is one of the conditions which makes successful communication possible.

e. Don't over-communicate. It is possible to tell so much that the communication fails in its purpose. Also, in some instances there may be factors of security or previous disclosure of plans. However, secrecy may lose more than it gains. When it is necessary, let your people know that this is so and assure them that they will be given full information and reasons as soon as possible.

f. Remember that you also have a responsibility for passing information, purposes, and feelings to your superiors.

5. Listen

5. Listen

a. How does listening help? It helps others to talk. It helps you to adjust your message as you go along. It helps to create the permissive atmosphere which will bring out the best in your team. Also, listening makes good listeners, and promotes respect for you as a supervisor. If you are willing to hear others, they will be readier to hear you.

b. Really listen. Concentrate on what the speaker is trying to get across. Good listening is being able to draw out facts and information without expressing your own feelings before the issue is clear. Avoid cues that discourage communication. What are some of these?

(1) Scowls, grimaces, setting of the jaw, reddening of the face, stiffening of the body.

(2) Interrupting or finishing sentences.

(3) Going off on a side-track with a "that reminds me."

(4) Continuing with your work.

(5) Staring out the window.

c. Listen sensitively. Remember that your workers may not reveal or may not be aware of the real cause of complaints. Be willing to hear unpleasant news as well as pleasant news.

d. Listening implies action. The very fact that you give somebody an opportunity to get something off his chest may help him. But usually this is not enough. What else should be done? Follow through on whatever action you indicated you would take. If you can't, then explain. If a good idea can't be put into effect at the time, or if a bad situation cannot then be improved, tell the person and give him the reasons.

6. Stimulate

6. Stimulate

a. Upward communication has to be stimulated and encouraged. There are too many barriers to discourage it, if it isn't nourished. For example, it is not sufficient to announce an open door policy if the climate is such that employees are reluctant to respond to the opportunity. And if the only thing done about communication is announcing the open door policy, that's already bad.

b. How can this stimulation be done?

(1) Encourage questioning of the way things are done. Operations can't be improved unless . . look at them with an ever-critical eye.

(2) Be receptive to ideas and suggestions. Don't accept them with condescension. If they can't be used, let people know why - tactfully.

(3) Motivate your people so that each worker of the team identifies himself with the job at hand. Show them how they can benefit and how they can contribute. For example, what appear as problems to you can at the same time be legitimately presented to your employees as opportunities for accomplishment, avenues toward recognition, or invitations to belong through personal participation.

7. Consult

7. Consult

a. How can you consult your employees?

(1) By inviting them to discuss matters affecting them through asking them their opinions and "what do you think?"

(2) By giving an opportunity to share the problems in their group.

(3) By letting them participate, insofar as possible, in developing determinations which affect them or their work.

b. Why do we consult? Consultation encourages employee participation through shared tasks, shared accomplishments, and shared credit. Employee participation taps the full potential of the group. It creates better work attitudes and job satisfaction, and it develops an enthusiasm and motivation that otherwise would probably not exist. It strengthens the lines of communication, particularly in an upward direction. It enables supervisors to give management a better idea of what employees want and what they are thinking.

c. Consultation gives the best opportunity to try out the principles and skills we are discussing today. It enables you and your employees to discover if there are any changes or adjustments that you need to make.

To determine whether you are getting across

Q. Suppose you do try to improve yourself as a communicator. What can you do to find out whether you are "getting across"?

- Check reception and understanding

- Check to see that the communication is received and understood. Don't assume that people will think you mean what you yourself think you mean.

- Judge by actions

- Judge this understanding by actions rather than words. Don't assume that there is good communication because of such negative evidence as lack of grievances, low turnover, etc. How employees work and conduct themselves are more reliable indicators.

- Adapt or vary communications as necessary

- If your check shows that communication has not been understood, consider whether you should adapt or vary it by such methods as rewording, using greater emphasis or using another method of communication.

- Remember that good communication is not a cure-all

- Remember that good communication cannot cure all problems. Failure to have adequate communication is only one of many possible causes. It may not be the cause of a particular situation or may be only one of the factors leading to the situation.

CLOSING

Topical outline	Discussion Material
Demonstration to illustrate trying to see things from the other person's point of view HANDOUT	There is no magic formula to becoming a good communicator. We have discussed some things that will help, but they are guides and not rigid rules. They do not eliminate the need for discretion and judgment. There is one attitude which, more than anything else, will lead to success in the art of communication. We can illustrate it by a demonstration. *Distribute HO #2 and conduct the perception demonstration as described in Appendix D, "Perception Demonstration." Then collect the copies of Appendix D and destroy them to prevent future training groups from getting prior exposure to the demonstration. Conduct a brief discussion to bring out the following:* *1. Most of the members of one section saw an old woman in the composite picture because their experience had been in looking at the picture of the old woman.*

2. *Most of the members of the other section saw a young woman in composite picture because their experience had been in looking at the picture of the young woman.*

3. *The experience of people determines to a large extent what they see.*

4. *People see things from different points of view.*

Q. How can we summarize the point of this demonstration as a rule?

- Try to see things from the other fellow's point of view.

This is often a difficult thing to do. We sometimes wonder how people can fail to see the overwhelming force of our arguments. What makes it more irritating is that they are thinking exactly the same thing about their arguments. A little device that will help is to say, "Let's see if I understand what you mean." This forces an attempt to understand the other person's thoughts and feelings so well you can summarize them.

Development of this attitude will help, in turn, to develop the permissive atmosphere and the shared confidence and understanding which are essential to effective two-way communication. It will nourish the willingness to communicate which makes the act itself immeasurably easier.

Here is a handout that summarizes for you some points on communication.

HANDOUT	*Distribute HO #3 (Appendix E), "Communication." The handout will probably differ in some respects from the discussion. Point out that the information in the handout is not necessarily more correct than the conclusions the group reached, but is intended to stimulate further thought.*
CLOSE SESSION	*Close session*

APPENDIX A

DEMONSTRATION ON IMPORTANCE OF TONE

PERSONNEL

Two persons are required for the demonstration. If possible, they should not be members of the training group. They should be adept at expressing feelings through tone of voice and gestures. Tell them not to underplay; let them "ham it up" a little bit.

SCENE (The following is to be read by the instructor.)

A Division Chief has called in a supervisor to discuss with him a report prepared by Mr. Smith, one of the supervisor's people. The same dialogue is read twice with differing situations. In the first situation the Chief is very pleased with the report. He plans to praise the report and to give the supervisor credit for his part in its preparation. In the second situation he is very displeased with the report. He intends to "chew out" the supervisor and to make sure that the supervisor accepts his share of the blame.

First we have the praising situation. (Note: Have the demonstrators read the dialogue below using the hints in the column titled "1st Situation".)

Lastly we have the scolding situation. (Note: Have the demonstrators read the dialogue below using the hints in the column titled "2nd Situation".)

DIALOGUE	1st Situation (Praising)	2nd Situation (Scolding)
Supvr: You sent for me, sir?	Confident.	Fearful.
Chief: Yes, take another look at this project that Smith completed. That's a report.	Proudly. In last sentence emphasize "That's".	Sneer. Make last sentence a question, emphasizing word "Report".
Supvr: Well, boss, you know the kind of people I have in my department. That's the kind of work they turn out.	Also with pride.	Apologetic. A "what can you expect" tone.
Chief: Don't be modest. Surely you had a share in this.	Complimentary. You're going to make sure he takes some credit.	Sarcastic. You're not going to let him get away blameless.
Supvr: Well I reviewed it, of course. But with the pressure of work I have to rely on the man. Basically it's Smith's product.	Modestly. You don't want to take away the glory from Smith.	Dodge. If someone is to be blamed, let it be Smith.

APPENDIX A--(Continued)

DIALOGUE (Continued)	1st Situation (Praising)	2nd Situation (Scolding)
Chief: Now, now. You're not going to get out of it that easily.	Jokingly. You know he has done a lot to develop Smith.	Still sarcastic. You're not going to let him weasel out of this one.
Supvr: Well, if you say so, J. B., I suppose I must admit to some share in the project.	Still modest, but your arm has been twisted enough.	Reluctantly. Better yield or you'll be the target instead of Smith.
Chief: The question is, "What about Smith?" Can we continue to expect work like this?	Hopefully.	Disgustedly. Point to report with expression of distaste.
Supvr: Yes sir, we can. (Recalls something.) But Smith is leaving to transfer to another agency.	First sentence is happy; second sentence is regretful.	First sentence is regretful; second sentence is happy.
Chief: Oh no! I'll be sorry to see him go.	With disappointment.	With relief.
Supvr: Yes. We're going to miss that boy around here.	Regretfully. How will you replace him?	With glee. Now you don't have to go through the mess of firing him.

APPENDIX B
(TG 5-18-3)

H. O. #1

TECHNIQUES OF COMMUNICATION			
TECHNIQUE	Can be used for		
	Downward Communication	Upward Communication	Sideways Communication
Written rules, regulations, procedures, etc.			
Other formal publications			
Station Information Bulletins			
Letters, memoranda, etc.			
Payroll inserts			
Supervisory channels			
Staff conferences			
Individual supervisory-employee conferences			
Group meetings			
Informal contacts			
Attitudes			
Performance rating interviews			
Grapevine			
"Circulating" by top people			
Employee papers			
Employee Councils, Employee Management Committees, and similar groups			
Employee Associations and Employee Unions			
Grievances			
Formal representations			
Formal suggestions			
Bulletin boards			
Social gatherings			
Employee opinion surveys			
Training sessions			

APPENDIX C

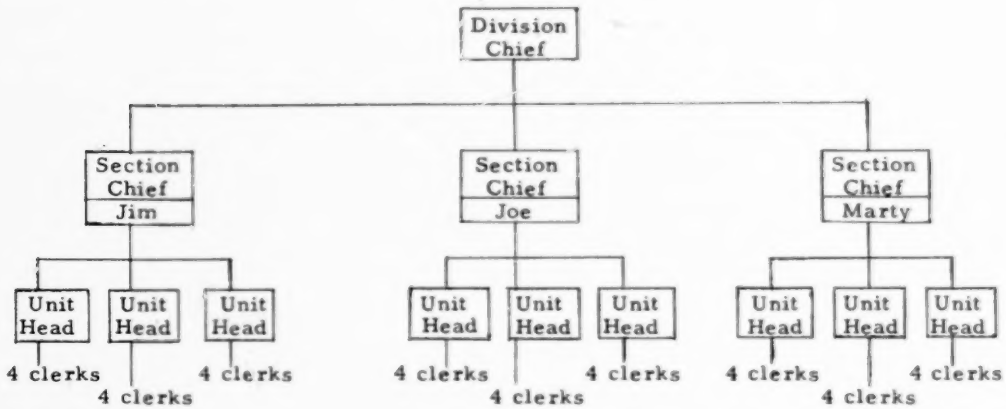
DEMONSTRATION ON "FILTERING" IN THE COMMUNICATION PROCESS

PERSONNEL

Four persons are required for the demonstration. If possible, they should not be members of the training group.

VISUAL AID

The visual aid below may be prepared in advance. If you prefer to draw it on the blackboard immediately before or during the demonstration, you can simplify it as necessary.



DIALOGUE

Instructor: (Points to organization chart.) A Division Chief supervises three Section Chiefs named Jim, Joe, and Marty. Each of them has 15 people in his section. They are in three units each containing a unit head and four clerks. The Division Chief has worked out certain ideas for changes in shifts and has asked his three Section Chiefs to discuss them with their people. The Section Chiefs have done this. Let's assume that the groups responded identically. In each section there was considerable verbal opposition with 2 out of 3 of the unit heads against the proposal. Finally in each section there was a show of hands. Three employees were against the changes and 12 voted for them, although most of them were obviously reluctant to do so. The following meeting of the Division Chief and the three Section Chiefs then took place:

Division Chief: At our last meeting I asked you to discuss with your people my ideas for changes in shifts. Did you all have a chance to do this?

Section Chiefs: (All nod assent)

Division Chief: What did your people think, Jim?

Jim: Well in my section we had a nice meeting about it -- discussed the matter thoroughly and had a show of hands.

Division Chief: What were the results?

Jim: All but a small minority were for the changes.

Division Chief: (Beams at Jim) Fine, fine. (Turns to next Section Chief.) How about your people, Joe?

Joe: Pretty much the same story.

Division Chief: All but a small minority were for the changes, eh?

Joe: Yes, there were twelve for and three against. Two of the three against, however, were unit heads.

Division Chief: (Beams again, although with less candle-power.) That's good. (Turns to third Section Chief.) And you, Marty?

Marty: Well we had the same vote numerically, but two of my unit chiefs certainly gave some pretty good reasons for opposing the changes.

Division Chief: (The beam has disappeared and he says sarcastically--) Anything else?

Marty: Well, yes. I sensed a lot of reluctance even in those who voted for the changes. I have a feeling that in their hearts they weren't really sold on it.

Division Chief: (Glowers at Marty.) Marty, why is it that your people had to be "agin" this? They're in the same boat as everybody else. Don't you know how to get them to go along with an idea as sensible as this one?

QUESTIONS FOR DISCUSSION

1. Even though the groups responded identically, did the Section Chiefs give the same report?
2. What were the varying degrees of filtration?
3. When the Division Chief asks Marty for his opinion in the future, what sort of reply do you think Marty will give because of the criticism we have seen him receive?
4. What effect will the criticism of Marty have on the future conduct of the other Section Chiefs, Jim and Joe?

APPENDIX D
(TG 5-18-3)

H. O. #2

PERCEPTION DEMONSTRATION

1. Divide the group into two equal sections. Place them so neither section can see the pictures distributed to the other.

2. Tell both sections not to touch the papers you are about to give them, until told to do so.

3. Give one section the picture of the young woman placed on top of the composite picture. Give the other section the picture of the old woman placed on top of the composite picture.

4. Tell both sections to look at the top picture until all can see the image of it with their eyes closed.

5. After first demonstrating with blank pieces of paper tell both sections to slide out the bottom page and place it on top without turning it over.

6. Tell both sections to look at the picture which is now on top. Don't refer to it yet as a composite picture. Give ten seconds for them to do this. Don't allow any more than ten seconds, since you want an immediate reaction. Tell both sections to write quickly a title for the picture in the space provided.

7. Ask both sections what they wrote down. In the section which has first seen the young woman most of them will have written down that they saw in the composite a picture of a young woman or will have inserted a title similar in thought. Most of the second section -- much to the surprise of the first section -- will have written down that they saw a picture of an old woman or will have inserted a title similar in thought.

8. Let both sections look at all three pictures and give them an opportunity to see both the old woman and the young woman in the composite.

NOTE: This demonstration is from W. E. Hill and Puck.

YOUNG WOMAN

OLD WOMAN

COMMUNICATION

I. Communication is the free interchange of information, ideas, and desirable attitudes between and among employees and between employees and management.

II. The "Why" of Communication.

1. People have certain social needs.

2. Good communication is essential in meeting those social needs.

3. While people have similar basic needs, at the same time they differ from each other.

4. Communication must be adapted to these individual differences.

III. The "What" of Communication.

1. We communicate
   - by writing
   - by speaking
   - by action or inaction

2. In speaking to people face-to-face there is opportunity to judge reactions and to adjust the message. This makes the supervisory chain one of the most, and in many instances the most, important channels of communication.

IV. The "How" of Communication.

1. Communication flows
   - downward
   - upward
   - sideways

2. The advantages of downward communication.

   a. It enables the passing down of orders, policies, and plans necessary to the continued operation of the station.

   b. By making information available it diminishes the fears and suspicions which result from misinformation and misunderstanding.

   c. It fosters the pride people want to have in their work when they are told of good work.

   d. It improves the morale and stature of the individual to be "in the know".

   e. It helps employees to understand, accept, and cooperate with changes when they know about them in advance.

3. The advantages of upward communication.

   a. It enables the passing upward of information, attitudes, and feelings.

   b. It makes it easier to find out how ready people are to receive downward communication.

   c. It reveals the degree to which the downward communication is understood and accepted.

d. It helps to satisfy the basic "social" needs.

e. It stimulates employees to participate in the operation of their organization.

f. It encourages employees to contribute ideas for improving the efficiency and economy of operations.

g. It helps to solve problem situations before they reach the explosion point.

4. Communication is a two-way process.

a. The basic purpose of any communication is to get action.

b. The only way to get action is through acceptance.

c. In order to get acceptance communication must be humanly satisfying as well as technically efficient.

V. Communication fails because of

- the technical difficulties of conveying information clearly.

- the emotional content of communication which prevents complete transmission.

- the fact that there is a difference between what management needs to say, what it wants to say, and what it does say.

- the fact that there is a difference between what employees would like to say, what they think it is profitable or safe to say, and what they do say.

VI. As a supervisor you are a key figure in communication. To improve as a communicator you should--

1. Know - Knowing your subordinates will help you to recognize and work with individual differences.

2. Like - If you like those who work for you and those for whom you work, this will foster the kind of friendly, warm, work atmosphere that will facilitate communication.

3. Trust - Showing a sincere desire to communicate will help to develop the mutual trust and confidence which are essential to the free flow of communication.

4. Tell - Tell your subordinates and superiors "what's doing".
Tell your subordinates "why" as well as "how".

5. Listen - By listening you help others to talk and you create good listeners. Don't forget that listening implies action.

6. Stimulate - Communication has to be stimulated and encouraged. Be receptive to ideas and suggestions and motivate your people so that each member of the team identifies himself with the job at hand.

7. Consult - The most effective way of consulting is to let your people participate, insofar as possible, in developing determinations which affect them or their work.

VII. To determine whether you are getting across --

- check to see that communication is received and understood.
- judge this understanding by actions rather than words.
- adapt or vary communication, when necessary.
- remember that good communication cannot cure all problems.

VIII. The key attitude is --

Try to see things from the other person's point of view. By doing this you help to develop the permissive atmosphere and the shared confidence and understanding which are essential to effective two-way communication.

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